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Interview with Dr. Ronald Chenail - VP for Institutional Effectiveness

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RC= Dr. Ron Chenail

Nova Southeastern University

History of Presidents

Dr. Ron Chenail

JP= Dr. Julian Pleasants

RC= Dr. Ron Chenail

JP: This is Julian Pleasants. It's October, 25, 2011. I am at Nova Southeastern and I'm with Ron Chenail. Give me your early background and how you first came to know about Nova and what your initial impressions of Nova were.

RC: Okay. I was a PhD doctoral student at Texas Tech University and getting my doctorate in marriage and family therapy. The director of the program and my major professor, Bradford Keeney, had left Texas Tech and had come to then Nova University. This would be the summer of '88.

JP: Okay.

RC: And he came here and there was a school of social sciences at that time, not the same as what we have now. And he helped start the PhD in Family Therapy program

there. So at Texas Tech, there was a complete changeover in terms of him leaving and then the next director left and so forth.

And I was talking to another one of my faculty members and he said, "Wow, Brad really got that program started quickly in Florida, and you might want to talk with him about opportunities that he has." So I got on the phone and I called Brad and Brad was here, working on the program. And I said, "Tell me more about it." I had no idea what Nova University was. I didn't even really know where Fort Lauderdale was. I wasn't one of those people that came to spring breaks all the time. I'd been to Florida once. And so he said, "Well, let me call you back." What he proceeded to do was to recruit 14, 15, maybe 20 of the Texas Tech students to leave Lubbock and come and help start the Family Therapy program here.

JP: That's a lot.

RC: Yes.

JP: He must've been pretty persuasive.

RC: Well, he was the big national name out there and most of us had gone there to work with him, so when he left it was, "What's going to happen to the program?" Texas

Tech has had that kind of tradition where the faculty seems to turn over quite a lot. Some folks will graduate from Brigham Young, go to Texas Tech, then go back to Brigham Young and so forth.

So the first group of us, we loaded up our worldly possessions and started in a caravan from Lubbock, Texas. There's that song about you can drive all day and never leave Texas. You can drive all night and never leave home. So it takes a long time just to get out of Texas. We lost one car. It broke down in Baton Rouge.

JP: So this was really a caravan, everybody going at the same time?

RC: Literally a caravan. It was just about this time of year. I'll tell you why I know that in a second. But we finally got here and he said, "Okay, now don't expect too much but I'm going to show you the campus." So we made the mistake of coming down University Drive and then turning onto what is now Fischler. At that time, you couldn't get in because the road didn't extend over the canal. So we had to work our way back up around Nova Drive and come in. It was disappointing and shocking because it was a vast... There was a parking lot to nowhere on the

corner, which eventually became where the law school is. There was this one sign that said "Nova University" that had this one sort of pine tree that over time we would come in and see when lightning would knock down another piece of it. That was all that was over there. There were three of our buildings.

As I said before, at that time the joke was that the fire ants outnumbered the number of people on campus because so much of the university was weekend, evening, online that the indigenous population – because the law school was on its own campus. There was what was affectionately known as modular units, the trailers. The School of Social Science was actually in a bank building up on Pine Island and Sunrise, so that wasn't even on campus.

JP: That's not very close to campus even.

RC: No. So we go into the Parker Building, which says "Physical Science" on the front and you wonder what's going on because there's no physical science in there. And we walk into what were basically three or four rooms and they said, "This is the library, the Einstein Library." The most impressive part of the Einstein Library was they had

this really neat coffee table made out of petrified wood.

That was one of the most –

JP: That was the highlight?

RC: Yeah, it was really cool. I don't know where it is now, but it was really neat. And we were going, "Oh, my God. What have we gotten ourselves into?" And that's how I got to learn about the university.

JP: Was it so discouraging that you thought about turning around and driving back? I guess it was too long a trip.

RC: Well, my wife and son, they were still in Lubbock. They didn't actually come down until later in the year. The reason I know why it was this time of year is because Keeney had put up in Downtown Fort Lauderdale, telling us it was the hotel that Connie Francis was in. Keeney always had a line about stuff. And that night we watched the World Series game where Kirk Gipson hits the home run. It's easy to remember.

So it was like, wow... I had collected all of my data at Texas Tech. When Keeney had left, it was uncertain what was going to happen there. Why I stayed here I think is why a lot of people find the institution appealing. I was

promised that I could do the study I wanted to do. Keeney was who I wanted to work with. The dean, John Flynn, was –

JP: He was psychology?

RC: Yeah, John was in psychology and one of Abe Fischler's first hires. He had left psychology. That's another interesting story. But, anyway, they started the School of Social Science off campus, but for some it was a surprise that all of a sudden there was this School of Science off campus that I don't know was that well advertised. And it was made up of a gerontology program, which is no longer in existence, and it was also made up of an Institute for Service to Families. There were a group of contracts so that we had adolescent sexual offender programs and –

JP: So this was family therapy kind of stuff?

RC: This was more like a family services social kind of thing.

JP: Okay, social work, yeah.

RC: And so they had foster family work. They had intensive crisis counseling, so if there was imminent danger, remove the child. So some of it was more clinical

and focused. And actually we had an inpatient – at the old Florida Hospital down on University, we actually had an inpatient program there for sex offenders.

JP: Wow.

RC: And so when we –

JP: So let me clarify this, what the School of Social Science was. Were there students doing master's degrees and that sort of thing and doing practicum? Was that how it worked?

RC: Right. There was this whole service component and then they were starting to build an academic portion. So the master's in gerontology was the first program and then the PhD in Family Therapy was the second program. They had offered I think some classes that summer, but the actual program started the fall when we arrived.

So the students all were given positions because there were all these contracts, so you came in – even though the tuition of Nova was far higher than Texas Tech, I came in and I had to do 30 additional hours to get my residency here. What Keeney said was really great. He said, "Well, let's build the program together." So it was a wonderful opportunity to help build a program.

JP: So this is to some degree serendipity. You come in here and you want to finish your degree. You've all of a sudden got no campus to speak of, but you have this program, so now you can see how you can finish your degree because you can do these 30 hours of practical work.

RC: Right. So that fall I worked on setting up programs and finished writing up my findings. And then that March of '89, the first three of us that came from Texas Tech, we all defended on the same day. I went first. Kinney was always the [unintelligible] of the three dissertations. One was theoretical, one was more of a biography, and then mine was a qualitative study of talking to parents about their children who'd been referred for an innocent heart murmur and what was the kind of psychosocial aspect to the biomedical.

JP: In other words, how the family responded to the potential health problems and that sort of thing?

RC: Right. It was a bit of a double bind because from a medical perspective innocent heart murmur could be a harbinger of something more serious, but most likely not. But there was nothing to worry about. And so they did know this was no big deal or whatever, and so the findings were

typical that the referring party really has to make sure that, "You have a healthy kid who happens to have a heart murmur and we're just going to find out more about it."

JP: Be careful.

RC: Right, but not throw them into, "Oh, my God, it's heart disease." So he said, "You go first because the dean will like it because it really looks like social science research." [laughter] So I went first. All three studies became books and it was a great start of the program. We all drove to Hialeah together to get the books bound. It was quite a culture shock. My wife went with me, and good thing she could speak Spanish. We joked, "Here are three guys with PhDs and they can't even order a meal at a restaurant." Good thing Jan was there to be able to translate. So that was in March.

Unbeknownst to me and the other folks, Keeney's marriage was on the rocks and he told us about a week or so after we defended that he was leaving. [laughs] I just wanted to be a researcher and that's what I went to get the doctorate for. So he called me one night and he said, "I've talked to the dean and we've agreed if you're willing to do it, we'd like you to be the interim director of the

program." At that time, he was thinking maybe he'd come back. He would do this other thing for a year and come back. And I said, "Well, I didn't have the idea to be an administrator." And I felt like saying, "Geesh, I just got my degree from a program. If this goes under in a couple of months, what good will my degree be?"

JP: Well, that was a real possibility, was it not?

RC: Right, because the financial –

JP: How long were those contracts for? Once the contracts gave out, it would be tough, wouldn't it?

RC: A lot of soft money. The furniture was wonderful. We were in great suite. You could go like, "Wow, this is not going to last when this goes away. What about the program and all those kinds of things?" Keeney had made a commitment to bring in a lot of doctoral students, so I agreed and became the interim director. My colleague, Douglas Flemons, who is still at the university, was hired as a faculty member also.

I used to say it was like that movie "Beau Jest," with the French Foreign Legion. It was like these students were just coming over the walls. We have to kind of put people on each wall because there was just the two of us.

JP: So you were the department as it were?

RC: Yes. To Abe Fischler and Ovid Lewis and John Flynn, they made the commitment to add more faculty members and then we just started moving forward at that time. I had no intention of going into administration, but that is what was needed.

JP: Did you think about following him when he left?

RC: Well, fool me once... [laughs] No. It was clear he was in a tough spot.

JP: But his leaving was due to his marital problems as opposed to any administration or academic problems?

RC: Well, sometimes I think if I hadn't called him and said we'd be interested in coming out, if he was just going to hang out here for a year and try to figure out what was happening with himself – because he was recruited to Baylor College of Medicine and he had a lot of places to go to. He ended up staying up in Minnesota for a dozen years. It worked out very well for him.

Well, we were here. All my friends now were here. We all had moved here. We had then known each other for –

JP: Well, that made a lot of difference. If you'd come here by yourself it might've been a little more difficult, right?

RC: Yeah. Certainly, my wife is a native Houstonian, but she's an only child and the kids were from her first marriage.

JP: Did you grow up in Houston?

RC: Oh, no. I grew up in Western Massachusetts.

JP: How'd you get to Houston?

RC: Well, this would be back in the late '70s. I had taught for a year at a private school, just off the Williams College campus.

JP: Ooh, that's a pretty place in the fall, isn't it?

RC: I grew up in the Berkshires. We still have a family farm up there. One of my jokes is that everything that I learned to do on the farm with a pitchfork and a shovel, I do in administration now. With email and a memo, I clean stuff up. That's what I do. So I taught for a year —

JP: Particularly the pitchfork? [laughter]

RC: Yeah. So I taught for a year. It was a residential school for \$6,000 a year. I was engaged. That broke up. I'm going, "What do I really want to do?" I went to St. Bonaventure undergrad. They said, "Hey, come to Houston. They're advertising for teachers on television." So I flew to Houston, interviewed for a position –

JP: And at that time they really were. They hired thousands of people, didn't they?

RC: It was the oil boom and it was the urban cowboy, all that era that time. So I interviewed for a position. To be honest, I didn't even know what a Hispanic was.

JP: Why would you? [laughs] You grew up in the Berkshires.

RC: I know. So what happened was that the school that had interviewed me and agreed to hire me, they ended up not getting the enrollment that they needed, but another middle school – junior high they called them then – needed a teacher. That principal took me sight unseen, said, "Okay, come on in." So I threw everything into my Ford Fairmont and drove to Houston.

JP: Now, this was what we would call social sciences. Is that what you were teaching?

RC: Yes. So they hired me on an emergency certificate because I had my hours in history. I was a history major. I had some undergraduate education courses and I had taught for a full year at the private school. So with that they got an emergency certificate. So I got to Houston and taught at middle school for five years. That's where I met my wife. We always say we met in junior high. The thing about Texas, she says, "There are two kinds of people in the world, those that are born in Texas and those that get there as soon as they can." So I'm of the latter group, but that's how I came down.

JP: That is, of course, a Texas view of the world.
[laughter]

RC: Yeah, very much so.

JP: The independent nation of Texas, right?

RC: Yes. It is the Houston Independent School District, as they like to say. So I taught for five years. There was an opening for a counseling position. I had been taking my hours during my summer to stay eligible and that appealed to me. So the principal said, "Okay, if you go

and get your hours, I will take a chance on you to be a counselor." And so I did that and did that for another two years, then got the bug for doing family therapy, and one of the guys I trained with said, "Hey, Brad Keeney's at Texas Tech. I'll write you a letter." And he did. Then we moved out to Lubbock. That was the only way I could get my wife out of Texas. She hated Lubbock so much.

JP: I was going to say, I don't want to say a negative thing about Lubbock, but Fort Lauderdale long term would be a better place to live.

RC: Well, considering in Lubbock they measure the number of minutes of dust each year, in terms of the dust storms, it is a slight contrast.

JP: It's a little bit out there. So at St. Bonaventure you finished in '79?

RC: In '78 and then I taught for the year at the private school.

JP: Tom Stiff -

RC: Yeah, Tom and Sam, the two brothers, and then Freddy Crawford and then you move into Bob Lanier. When I was there -

JP: Really good basketball.

RC: Well, we won the NITs and actually beat the University of Houston, who had Otis Birdsong at that time, and Essie Hollis, who was the star, is a teacher down here. He lives right around the corner from here, yeah.

JP: Now, when you get here and you've started the so-called "Social Science Department," at some point it becomes... You say here you're a therapist in the Elaine Gordon Treatment Center Outpatient Unit. What exactly was that?

RC: Yeah, Elaine Gordon —

JP: She was a senator. I know who Elaine was.

RC: And so she helped with the funding. And so there were the two programs. There was the Elaine Gordon inpatient, which was done at the state hospital down on University, and then we had the outpatient and it was a diversionary program through the courts.

JP: Were these the sex deviants, that sort of person, that's who you were dealing with?

RC: Right. And it was really sad because you could have a kid who pulled his pants down as a prank versus

someone who you could definitely see this kid's going to be a problem. And so it was a multi-door courthouse diversionary program and then we would see them and we'd make the decision inpatient versus outpatient. That was my first job.

JP: Okay. And then you worked in the gerontology program.

RC: Well, simultaneously, they asked me to teach courses in the gerontology program, so I taught like the Intro to Social Science Research.

JP: This was a pretty big shift for you. You started as a counselor in medical school. Now, all of a sudden, you're head of a department and you're teaching these courses.

RC: Well, the one experience that I did have was the principal hired me sight unseen. He was a bit of an entrepreneur himself and he worked for Houston Community College. He was the principal of the night high school. He asked me if I would... My regular day was I drove a school bus for the junior high because he wanted teachers on the bus so the kids wouldn't mess around. Then I would teach all day. I would finish the bus run, and then I

would go and teach until nine o'clock at night at one of his campuses. And then he asked me to open one of his new campuses. So I had two years' experience running an adult evening high school campus, so that was my administrative experience.

JP: Well, that's some, better than nothing, right?

RC: Yeah. That's how Keeney said, "You're the one. I'm picking you to do this."

JP: Here you are in 1990. What were the facilities like on campus? There was Rosenthal, I guess, Hollywood, Mailman — only three or four buildings, right, at that time?

RC: Right.

JP: There was no place on campus to eat. There was no student center.

RC: Yeah. At that time, you could eat at Lums over in Downtown Davie. That was about it. There was Mr. Laff's or something. There were a couple of other places like that. The big issue was that we couldn't afford the program off campus, so what to do with the school? And so looking at where we'd go on campus, there didn't really

appear to be any space on campus. Everything was pretty jammed together.

The majority of the programs were in these modular units that were a whole story unto themselves, in terms of whenever there was an electrical storm all your phones would be fried. I used to say, "You might as well have kept the tires on them because they would've been grounded better than what they were." But there were foxes living under them. It was very rustic here when you'd come out here on the campus.

JP: Those dust storms were looking pretty good!
[laughter]

RC: Yeah. So there was one of those kinds of come-to-Jesus kinds of meetings about what was going to be the future of the school. Ovid Lewis, who was the academic vice president, liked the approach of family therapy. Well, he had a systems background. And Abe liked to create internal — I don't want to say conflict, but he was okay with having four schools of education.

JP: Each tub on its own bottom, right?

RC: So he was okay with having essentially two psychology programs.

JP: The way he told me about it, he said, "I gave them the circumstances and opportunity, and if they could make something of it, good. If they didn't, too bad."

RC: So gerontology, it was too bad and they were dispersed. Some went to psychology. Some went to business. Emma Hernandez was an advisor to Governor Martinez or Bush on elder affairs and that. Then they said, "Okay, what are we going to do about the Family Therapy program?"

At that time, we had started a master's program. The charge was if you could start another academic program, then they could give us a chance to continue on this independent route of being a school. I said, "Well, we have two programs." It sounded like the Blues Brothers, "We got country and western." We have a master's and a doctoral program. And Abe and Ovid said, "No, no, it's got to be another... You can't just be a department and be independent."

So that's where the conflict resolution program started. We successfully launched that. That's when we then became the School of Social and Systemic Studies. I

didn't want to keep the same name as Social Sciences because it had a bit of stigma, having been dismantled.

JP: And when you use that term, that's an interesting term. I'm not sure about "systemic studies." Is that the research component? What does that mean, per se, in terms of family therapy?

RC: Well, family therapy is... Back then, it was easier to contrast psychology as being more individual, focused say maybe from the skin in, and family therapy being from the skin out and envisioning the family as a system, whether general systems or cybernetics as a feedback calibration system. So that fit -

JP: So the family structure and the interrelationships, the environment - all of that plays into how you deal with these problems?

RC: Right. And so you could look at that if there was a problem as the son is being a student in the school, you would work with a family school system to try to find out a solution and work together. So the thing was called problem determinant systems. As long as someone is seeing something as a problem, you would continue to work to bring

everybody in on the solution. As long as one person says, "No, it's still a problem." it's basically still a problem.

JP: Did you work with the University School?

RC: Yes. Probably we worked the most with Mickey Segal. At that time, University School was part of the Family Center.

JP: Right.

RC: And so we —

JP: And that's the one she started, right?

RC: Correct. And so we did a lot of work with them. And then over time we got to have better relationships with psychology because traditionally — like at Texas Tech, we were in home economics. That's another story.

JP: I don't want to know about that. [laughs]

RC: But the department was called Department of Child Development and Family Studies. In a lot of the universities the family therapy program is in with the child development program, so it was a natural fit for us to do that.

JP: I talked earlier with Scott Chitoff who got a master's in the program. I don't know if you remember him, but he got a master's in this conflict.

RC: Yes.

JP: He said it really helped him. He didn't intend to be in social sciences, per se. He wanted to go to law school. But he said he felt it really helped him as an attorney. Obviously, that's one of the things he has to deal with all the time.

RC: Because Florida was so advanced through the Florida Supreme Court certifications, we originally called it just dispute resolution because we were looking at it as an alternative to litigation and so there was a lot of appeal. So the way we built the program, there was a market for training. That helped to market – and then we said, "Well, we can do better than just getting 40-hour training." Then we did the master's program and started only the second doctoral program. So it had a very logical – people that liked the training might come back to get the master's, who then might go on to get the doctorate, and that's how we built the program.

JP: Then it becomes a research program as it gets to the upper levels.

RC: Right.

JP: Do you still call it Conflict Resolution?

RC: Well, then it evolved when Dean Yang came in, then they broadened it out to be Conflict Analysis and Resolution, which then gives it a bit of a feel of international relations, area studies. Ours was very much negotiation, facilitation, mediation.

JP: Pretty pragmatic and then it becomes a little more sophisticated as it gets –

RC: Right. That also shows that we started training practitioners, a master's degree, and then as a doctorate then it becomes a much different –

JP: But the main focus originally was practitioners.

RC: Correct, yeah.

JP: Now, when you start all this you say you still see that your basic function is research?

RC: Yes.

JP: So all of this time, when you're doing all of this administrative stuff, are you still working in this kind of research?

RC: Yes. I went to Abe one day and I showed him this little piece of paper and it said "The Qualitative Report." He said, "What's this?" I said, "Oh, it's a new journal we started." It said Nova University and Northern Illinois University. He said, "Well, what's our relationship with Northern Illinois?" I said, "Well, those are friends and they're helping out." He said, "Okay. Is it going to cost a lot of money?" [laughter] I said, "No." So that journal, we have 5,000 subscribers. We moved it to online. Now we have an annual conference. We work with authors from around the world on that. I still work on grants. We just got one working with the [unintelligible] over in Naples to help them with their program evaluation.

So I continued all the way through. During that time period I did three books. One was off the dissertation and then other books were based upon the discourse analysis I do about family. Another one's called *The Talk of the Clinic*, which was mixing together kind of reflective practitioners, physicians and researchers that study practice.

JP: Some anecdotal examples of how researchers interact with what's going on?

RC: Right. So they would give an example of how they would use research to – now they would call it evidence-based practice or practice-based evidence, whatever they call it now.

JP: So part of what I guess attracted you in the first place and kept you here was this ability to do your own research, and that was something that when Fischler started, when the faculty was hired, that was something he guaranteed these people. So when the oceanography people came in, he said, "Go get it. Get your grants. Do your research." He didn't need to be involved in it.

RC: Yeah, that was the case, that you –

JP: But if you did fine and you got your research and you got your grants that was good?

RC: Yeah. Until the advent of things like IRBs and those kinds of things, everything was pretty much... There were little tribes. You made the case that in the indigenous population this made sense, what to do. Some people say – I didn't have a formal degree in administration, but I was very influenced by a prominent

social scientist named Dr. Seuss. The two books I loved as a kid here – they were kind of companion books – *If I Ran the Circus* and *If I Ran the Zoo*. There, the little boy was allowed to create the zoo and the circus and have the acts and so forth. We always felt that way here, that you could create that thing which was not anywhere yesterday, but now it's in place today.

Again, there were always constant pressures of finance and so forth and of quality, but you really did feel that that opportunity was here for you.

JP: So what you're saying is that being an administrator at the university is like having a zoo?
[laughter]

RC: Yeah. Well, the new zoos, they don't have bars so they're a little bit different now. The animals don't know they're in cases. It was always a fun place to work. You could walk into anybody's office here and you could talk to them. It was great.

JP: But when you got here, the financials were not good. The university was still borderline making a profit, sometimes had difficulty paying bills.

RC: Well, when I had gotten here, they had turned the corner. Jim [Gordon] had been on board. But there was still that pressure. I remember the day when they took... Back then, their strategic plan had these critical success factors. John Scigliano – I don't know if you've interviewed John.

JP: Yeah.

RC: We had the planning the plan books and stuff like that. I can remember the one big meeting we had and said, "You know, the critical success says we must be in the black. Can we take that out now? We think we're going to continue to be in the black." That was a big deal. We took that out and said, "We're now going to operate under the assumption that we're moving forward. That's not something that we have to plan so assiduously for."

JP: Well and it was for a long time borderline. You never knew whether you were going to make it or not.

RC: Well, when President Feldman came in and we built the new dorms –

JP: It was '92 – '94, right?

RC: Yeah. And they made a simple math error of the number of kids that would be per room, so we were a million dollars short going into the budget. They formed a budget committee. We were on the east campus at that time.

Neuman Pollack was the business school dean over there and he said, "Why don't you represent the east campus?" So that's how I got on the budget committee. But, yeah, a million dollars at that time, that was as big deal how we were going to do that.

JP: So there was not a lot of extra money. There was not a lot of money at that point to build infrastructure. You're not going to have a student union right away and that new library and all of these things were part of the evolution of this university because of the difficult financial circumstances up until, say, middle '90s, I guess. At that point, you start earning enough money and getting more donations and that sort of thing.

RC: Right. But at the same time, though, we were allowed to hire full-time faculty because we impressed because of the clinical training and that.

JP: Social science?

RC: Right. So that was nice because it didn't say, "No, there's only one model. You have a couple full time and everyone else is part time." It made us a more expensive program, as clinical programs usually are.

JP: What do you think about the circumstance on this campus, no tenure? There is at the law school, of course.

RC: Yeah. I'm okay with that, the review process. I'm a full professor but I still feel that I love to produce. And if someone's no longer... And again, I don't mind. Teaching is fine. I have no problem with holding my credentials out. Even though I do my research out of my leisure time, I feel that it can stand up. I'm fine with that. I've never worked in a system otherwise.

JP: Is it a three-year contract?

RC: I can't remember. I think it's... I'm on leave from my academic position. One time it was three and five, five and three. But yeah, really you get a year or two off from your annual review is what it amounts to.

JP: Does this school provide reasonable sums for people to be on leave for a semester or a year?

RC: Yeah. We have the sabbatical program. There's no limit set on any particular unit to how many faculty members they can put forward for a sabbatical.

JP: Obviously, you can't decimate the department, but —

RC: So normally what would come to the provost's office and ultimately the president would be something that already had been reviewed. So there may be lots of faculty who are requesting leave.

JP: And they don't get it because of —

RC: Right. Some schools here — the law school it's almost religion there's one every year, other schools a few; it just depends.

JP: So if you were on a campus here, you could say you could be pretty assured of sabbatical every seven years or something like that?

RC: Seven years, right. On the seventh year you rest. [laughter] You just do different work on the seventh year. We have the full time as a half-year or part time for a full year.

JP: What did you do in terms of when you were teaching? What were your class responsibilities, the number of hours you taught?

RC: Well, when the program was starting out, I was teaching full time because that's what was going on.

JP: What was full time, how many?

RC: I would teach one classroom class. I mostly taught research courses, so it could be Qualitative Research I or II. And then the two other classes would be clinical practicum, where you would... The other ones were three classroom hours, the usual Carnegie-type thing. Then in the evening it would be from three to six. You'd have no more than six students. That was limited by a licensure and accreditation. And you would see clients. You were responsible for helping to manage those student trainees, manage their client load. The paperwork was just your evals and reading their case notes and that sort of thing. It was three course assignments, but it was a lot less prep.

JP: Not an onerous obligation in terms of teaching.

RC: Right. You could get some pretty tough cases and that sort of thing, but it's not like you were preparing and reading hundreds of papers.

JP: If you were at Broward Junior College, you'd have a four and four.

RC: So we had a trimester so we would do three, three and three. That was our load. Then, as I became the dean, then I would probably still maybe teach a research class, but I really didn't have the time... If I was teaching a class at six o'clock at night, it was okay, but I couldn't leave at three in the afternoon.

JP: Were you required to do that or you chose to do that?

RC: I chose to do it.

JP: Most people like to keep their hand in, as you indicated earlier. You don't want to lose your -

RC: Yeah, it's kind of like why you're in the business.

JP: Yeah, you don't want to go away from your research interests for five years or something.

RC: Sometimes I would teach a research course in the conflict program and then sometimes in the family therapy program.

JP: I meant to ask you, it seems to me I recall that somewhere around 1990 you went to Ohio for a while. Is that right? Cincinnati? No?

RC: Well, Dean Yang was from Ohio. He came from Antioch. For a year, I was the dean of two schools. I was the dean of psychology after Frank stepped down and before Ron Levant came in. But that's the only time I've been away.

JP: So Frank succeeded Flynn, right?

RC: Correct.

JP: Then he stepped down?

RC: And then Michel Hersen came in for a short time period.

JP: Do you know the circumstances of why Frank stepped down?

RC: Yes.

JP: Are you willing to talk about it?

RC: I don't know directly about that. The deans always serve at the pleasure and so I guess it was no longer pleasurable. I don't know. I had talked to Frank before. I think for him it was probably most frustrating because he was embarking on a very different, I think, shift, which more is reminiscent or reflective of what we're doing now. He made a number of really key hires of very prominent — Hersen is still a prominent psychologist and Vincent Hasselt is still here. So I think that was frustrating to him.

We had a changeover. I guess Ovid was the president. I can't remember who was president at that time, but it occurred between the two of them.

JP: Well, Feldman was '92 - '94. When was this? Was this after Feldman? Then Ovid Lewis came in.

RC: Yeah, I guess it was... It could even have been at the transition. I'd have to see whenever I was the interim dean. See, here it's always when the dean changes over. It's never usually a smooth thing. A dean will leave or... But recently we've had the dean of business just retire. That's kind of unusual for here. Usually it was a little bit more disruptive or "dean for life" or whatever like

that. So I think it's a sign that we're maturing as we go through that way.

JP: As you go through the mid '90s, one of the problems that I've heard about is that there was no uniform grading system, no uniform calendar. There was no real central, as somebody referred to it, treasury. Most people – as you were a dean – operated your own little system. The way Abe put it you had to spend a certain amount of your funds for central administration. And yet, a lot of people thought it was too disorganized.

RC: Yeah, the budget system... There were the three columns and so you always – which is different than a lot of places. The idea was that it was your revenue. You collected the money and then you deposited to the university. So you had your revenue and then you had your direct expenses, but then you also had what we would call below-line expenses, and so Abe mandated things. The university would put money for library and then not spend it, and so certain monies then were taken out of our – that's where the cost accounting system came in.

Then there was the third column. The third column would be the indirect expenses that would be these items

that had been drawn out of the budget at one time, creating this central administration. So you would have a different – even though we're not for profit, you would have certain margins. You'd have your direct expenses to a cost margin and then you would have your next cost. Then, at the end of the day, were you really making money? And so early on that was not shared, you didn't want to say you were being weak at all. Someone had to cover the costs if you weren't covering. And now I'm going to have to not only cover my third column and a fourth column, but now a fifth column because I've got to help... So that really made it sometimes contentious.

JP: Because you were being successful, somebody was taking money from you to help out somebody who's not doing so well.

RC: Right. So a classic thing, "Well, why are we spending money on this? If you gave the money to the cash cow, the cash cow will deliver more." I can remember having a meeting. Frank was fundamentally starting at the dean's council. We had gotten together and made recommendations to Abe for a budget. I remember sitting there and Abe goes, "Nope, nope, nope, nope." [laughter]

Oceanography was always under fire. "What about oceanography? They're this and that."

JP: Well, after Richardson died I guess that made a huge difference.

RC: Well, they were way over there. The idea that we were going more toward training the professional, kind of going from a more workforce development kind of philosophy. We would not have a lot of the stuff we have today, but for their scientific background. We wouldn't have the USGS here. We wouldn't have a lot of the things that we do. But that was the kind of pressure that you felt, to look to see what should go and what should stay and that sort of thing.

JP: In terms of the central administration, there was no central system where you kept grades. Everybody did their own thing. Everybody had a different calendar. Having taught with George recently, he tends to see that we need to have a little more. Central administration needs to be less "flexible." And so some people are going to argue if you get too much central administration, you're going to destroy this innovative, independent challenge that each of these departments or centers have.

RC: Yeah, I look at it as... I guess now we're being creative in the box. I'm okay with that. I find that that's just as... The best I would say is there was a policy about policies, and that you had to have a policy about dropping out, but you had your own policy. And so when we first got together to have a student handbook, it was funny. It was electronic. We had a couple of pages that were for everybody and then everyone else's handbook was the appendices. [laughter] So we had a cover and everything else was different.

JP: Well, do you see that as becoming more uniform now?

RC: Oh, definitely. Yeah, definitely.

JP: And in some cases, for transcripts and things like that, there needs to be a central administration for this.

RC: Yeah. There is still lots of flexibility in terms of your... For example, what constitutes a Master's of Science degree here, there's no constant across any of the schools in terms of lengths. So they all have a course in this. So what differentiates a Master's of Science from a Master's of Arts from a Master's of Education?

JP: That's true. What about not? When you started out in social sciences, there were probably very few guidance counselors for the students here.

RC: Right.

JP: That was sort of in its infancy; is that right?

RC: Yeah. If you do any kind of research, the students will say they came and stayed because of the faculty, despite the lousy service. We had parking. [laughter] But in terms of the business services and processing registrations –

JP: Apparently, registration was a nightmare.

RC: And the further away you got from campus, the worse it would be. You had where it was in a high school and if class started at six, the cluster coordinator might've gotten there at 5:45 and opened the door. If someone got registration that night, it might've been thrown in the desk drawer. And say if that person was sick it might've been... Yeah, cash flow was a big deal. Ray and George really addressed those things.

JP: Frank was telling me about some of the people. He handed in the grades and he discovered that the person had left them in the drawer, hadn't even processed them.

RC: If the desk drawers could talk around here, that would be probably a very interesting study. [laughter]

JP: Yeah, somebody just who either had too much to do or forgot to do it or whatever. It was a little -

RC: Yeah, a lot of paper moving around, a lot of data moving around, yeah.

JP: When did you get to the point where you felt like the computer system was efficient enough to handle both the academic and the administrative problems?

RC: Probably the shift to Banner because it wasn't just the software. There was a shift to having the procedures in place and those sorts of things. John Flynn, when he left the dean's position, started the program that I'm over now, that kind of idea of the central repository of institutional research. Frank always says we're the protectors of the truth; we have to collect that.

So for that long period of time, there were, "Well, my database says this. What about your database?" And

central administration said, "Well, we can't blame them if we can't tell you that you have 12 students and you walked in that class last night and saw..."

JP: And there were 25.

RC: "We have to do better, too." So it was that kind of building trust, saying, "I'll show you ours if you show yours." And they built that trust and I think we're at that point now. So what happens in my office is we might say – if there's a discrepancy, we work on it. We see whether it was a programming issue and then it's usually taken care of within hours if there are any problems.

JP: So your official title is institutional effectiveness and so this is right in your purview that this is what issues you are responsible for, right?

RC: Right, because at the end of the day we have to process the reports from the iPads and it becomes very –

JP: When you say "institutional effectiveness," how far is your responsibility? Does it deal with the people who are landscaping and taking out trash, or is it just academic?

RC: Let me give you the elevator one. We don't help to make the programs at the university. We help to make the programs at the university better. So, in essence, every program here, we can help them from a planning perspective, setting up an assessment, goals and objectives, to calibrations based upon what they've learned. Program evaluation and institutional effectiveness is the term they use.

JP: How much of this is economic?

RC: We do a report. We do the economic impact of the university report, but that's where we are partners in business and accounting. So, for example, now we're doing the strategic plan and we're working on: Where does the strategic plan become a strategic business plan? And so my office —

JP: Right. And it has to be eventually.

RC: Right. So that's new for us here. So we have a meeting this afternoon. It will be the president, the provost and the new vice president for administration operations and then our group. We've been preparing and working and putting the reports together. They give us the

feedback. So that's new for us. It's nice. It's a good balance.

JP: By the way, at some point I'd like to get a copy of your report on the institutional impact of Nova University.

RC: Okay. I can do that. Yeah, we've done that. We've done two different ones. We've done one that includes the academical village one that doesn't include the academical village, so I'll get that for you.

JP: Yeah, that would be helpful because obviously the change in the last 20 years has been astronomical in terms of the impact previously.

RC: Tom McFarland is the one who does that report. He could talk to you about all of this.

JP: I would assume that this would be the first or second highest employer in Broward County, something like that maybe?

RC: I think Publix is the biggest and then you've got the city and school district and then us. We'd be within the top four or five, yeah.

JP: Okay. How about when you are looking at the future of Nova, both from a vision point of view – what would you like to see in the next ten years? – and secondly, looking at it from your responsibility for institutional effectiveness. Let's take institutional effectiveness. What would you like to see that is changed or improved in the next five or ten years?

RC: We like to call it IE 2.0. We are thinking about that. That's an ongoing conversation with Frank about where he sees the office really making that transition from being institutional research to IE. It's not too unlike personnel to HR. There's that kind of more proactive... So traditionally we have been the university's office, meaning accreditation for the university, planning for the university.

JP: Was that part of your responsibilities working with SACS?

RC: Right. I'm the liaison to SACS.

JP: That's a job I wouldn't want. [laughs] It's a lot easier now.

RC: Well, that was one of the things that Ray said. He said, "I want us to have a better relationship with

SACS." So part of my job, beyond paper and processing, was to change the image of NSU with SACS. The first SACS meeting I go to, I'm sitting at one table and people are talking -

JP: Were they sitting in Atlanta?

RC: Well, Decatur, just outside Atlanta. The first meeting I go to, someone says, "Well, Nova is a for-profit." I said, "No, we're not." Then I go to the next thing and they said, "Well, what about schools that been on probation, like Nova?" I said, "Well, we've never been on probation." No, I didn't have to say it. Someone said, "No, they haven't." We now probably have as many of our faculty and staff making presentations at the annual conference as any other institution within the organization.

JP: Obviously, you needed to do that. Otherwise -

RC: Well, we also want to be seen as - well, we are still bringing the technology. We think that we are. A number of our presentations this year were about our use of databases and how we've institutionalized databases that we use that were just for accreditation. Under Ray's leadership we said, "No, this is something we should be

doing all the time." So we now are seen as kind of being leaders in some of these areas.

So one thing will be to hopefully be able to work more with individual units, so not just work on SACS accreditation, but we can help you with your accreditation.

JP: Would this include the medical center as well?

RC: Yeah. That kind of helped. Right now, it's sort of that if a unit wants help, they pick up the phone and call us, but I'd like to let them feel that we're their office, too. I think they think of us as university institutional effectiveness.

JP: You're talked about centers. You're talking about the business school would be separate, the law school would be separate, and the dental school would be separate?

RC: Right. They would have their own issues and kinds of things that we could do for them. One of the best studies we ever did was on the law school. The students were not doing that well on the bar. It was kind of hard to hide that, considering the president would get that same report, as a lawyer, in his office. We were saying, "Well, what's the deal? Is it because we have too many African-Americans? Is it women? Is it the evening division?"

Well, we didn't know. So Tom McFarland – we did some good old data analysis.

JP: He did that University School, too.

RC: Yea.

JP: I read that report.

RC: And so Tom is kind of one of our analysts that goes in and just digs in. I'd like him just to do that kind of work more.

JP: Yeah. Well, it helps everybody, doesn't it?

RC: We found one variable that predicted success in the bar rate. One accounted for it more than anything else. It was GPA. Law school faculty uses the whole range of grades, which is good. You have enough variability.

JP: You mean GPA on entrance to the law school or while in the law school?

RC: When they graduate, yeah. They can graduate with a 2.0. When their GPA drops below 2.5, the likelihood of them passing is not very good at all. So that's where then Dean Harbaugh, who had commissioned the report, put together a plan saying, "We need to have study skills. We

need to identify those who have dropped below." So the first iteration was more of a short bus, "You've got to go down to there." There was a stigma. We said, "No, everyone can do better with study skills." And now you can see where either we're number one or number two.

JP: In the last three years or something?

RC: Yeah. So Tom is doing a follow-up study right now. It's kind of like one of Joe's -

JP: And as you well know, that's a [unintelligible] for law schools. If you have a law school and 50% of your graduates don't pass the bar, you're not going to get any good law students. It's an important standard. I can see Ray Ferrero looking at that and saying, "Seventy percent? That doesn't get it."

RC: And you could make the case that many people go to law school to learn how to think like a lawyer. At the end of the day, if they're not passing the bar -

JP: That's a standard that everybody else is measured by and therefore it's important.

RC: Yeah.

JP: Did you ever have any dealings with Gordon Sweet?

RC: He was before my time. He was just finishing up. I worked with Jim Rogers and then Gerald Lord just stepped down.

JP: This might be something you're reluctant to talk about, but from what I have learned, when this school started Gordon Sweet was a friend. There's no way in the beginning of the school he – they didn't have a library. But Gordon Sweet understood what was going to happen, so he gave a little leeway. He said, "Look, we're not there yet, but if you guys can work, we can make this."

RC: That's fair. The person who was the SACS person was Jean Walker when I came in. She followed very much in the same manner that he had done. And so when it came time for the next accreditation, that's where Jim Rogers said, "There will be no question about Nova now. I'm going to oversee." Not having been there, I could definitely tell. Now, some people said, "Okay, he's going to nail us." Or, "We'll take him at his word." He said, "If you can past the muster under me..."

JP: That's exactly what Gordon Sweet said.

RC: Yeah.

JP: He said, "If you do what we need to do, I can guarantee you'll be accredited." I've got a letter that says that.

RC: I think we got assigned Gerald Lord. He was a tough guy, too.

JP: Well, but you could go the other way. You could get some people up there who say, "I don't like this or that, no chance." And if you don't have accreditation, you can close it down.

RC: So that's the funny thing about it is we've never been on probation, yet people always say, "Oh yeah..." But if you look at who has been the person who we have worked with, it's like we've worked with some pretty... I've been on site visits with Dr. Lord. He's tough on everybody.

JP: You do that quite a bit on other campuses as well, you work with SACS on other campus visits?

RC: That was part of the strategy. We didn't have a lot of people –

JP: You learn a lot that way, don't you?

RC: Right. We didn't have the requisite experienced person here that had actually been on those visits, the

tacit knowledge stuff. So Gerald Lord, we met with him and said, "I'd like Ron to work." He called me as I was driving to the airport and said, "Can you make this visit?" In three weeks, I was at the University in Louisiana, which was not bad. It was very nice first trip. I got to work with him and he got to meet me.

JP: Was that UNO?

RC: Yeah. It was pretty -

JP: What year was it?

RC: Two or three years before the hurricane. It wasn't that long ago. Yeah, they were very smart. They put us up on Bourbon Street. That's where our hotel was. [laughs] It worked out. But since that time period, Dean Rosenblum and a lot of people have now been on these visits. Ray took it very seriously and it really has made a difference.

JP: It's sort of like working for the IRS and going out and doing tax law.

RC: Yeah.

JP: I thought it was UNO. I've had a longstanding relationship with the UNO people. University of Florida

and UNO have a summer school which is now 35 years old, so I know them.

RC: But it was a good school for me to go to because very similar things –

JP: Yeah. Of course, after the hurricane – boy, it knocked them out. They lost about a third of the... They've had real problems with presidents.

RC: I get to go to Louisiana a lot. I chaired one there that was... They discovered in the previous reaffirmation of LSU, the college, that the law school was not part of the A&M part. So they had always treated them as two institutions. I got to do the law school's initial SACS accreditation.

JP: Well, you know the state system have cut UNO loose.

RC: Oh, really?

JP: It's no longer part of the state system. John Lombardi, who was president at Florida, is down there now. It's the LSU system, period. So UNO is with Louisiana Lafayette and all of that because they had sort of had

those two as the superior institutions in the system. That is politics.

RC: Really?

JP: The new governor is...

RC: We have a new governor, too. [laughter]

JP: I don't want to talk about him. Every time I read about Rick Scott I'm glad I left Florida.

RC: I don't know if you saw the thing a couple weeks ago where he talked about the universities.

JP: Oh, yeah.

RC: I thought, "His daughter's got an anthropology degree."

JP: I think that's really scary. That's a dangerous kind of thinking. Look, we all know that universities have deadwood and we know that they're probably too much money and we probably spend too much on going to professional meetings and on and on and on. We're probably overpaid. Or at least at Florida, compared to the football team, we're underpaid. [laughter] Is that something that you deal with much in terms of the state regulations? Is there

much state interference? They used to give money to private schools, a certain percentage. Is that still –

RC: I used to do more of that when I was Ray's assistant. Where my office comes in now more is the federal government with the Title IV funding. For example, my office handles the state relations. Even if it's a totally online program, if that state regulates online programs, you must be in compliance or you don't receive the Title IV funding. So that's the big battle. How important is accreditation if there's a whole bunch of other regulations that make you eligible? So my office, we track those things.

JP: If you can't get the federal funding, it's tough sledding.

RC: Yeah, we'd be doing a lot of nice seminars. Yeah, it wouldn't be pretty.

JP: But then there's the problem of what is online and what is off campus. The fed rules are different. It's a lot more complicated than it used to be.

RC: We're getting a legal opinion on what constitutes a resident. There are all these kinds of things. My office, we do that. The state, that's more handled through

the president and provost's office on that, although we could be called in – obviously, if there was data to prepare and report, we would serve that function, but we're not the lead people on the state. Stephanie Brown, because of the frag, she's usually the point person on that.

JP: Now, this campus was originally – and I believe the date was probably 1965 – came up to the state and was officially licensed by the state. Is that the correct term? And then they had to come up with incorporation. They had to incorporate the university.

RC: Right, yeah.

JP: so does that license have to be renewed?

RC: That I don't know. This was the Forman Sanitary Dairy, which is kind of funny that you'd want milk from another place other than a sanitary one. [laughter] But anyway... Having grown up on a dairy farm, there are other kinds of that, but... Yeah, that was the condition for the town of Davie that this would be solely for educational purposes. And then the South Florida Educational, which was very, very forward thinking –

JP: Amazingly so.

RC: So then the Nova University for Advanced Technology. And then also with that you also have the special designation of this as a special regional educational – this has a different tax structure.

JP: So at one point – I don't know if you know this – the school was called the Florida Institute of Technology. That was the first name.

RC: Really?

JP: Yeah. Then that got tossed aside for various reasons, because they didn't want to be Florida. The idea was that the state of Florida needed an MIT, Cal Tech or something here. So they decided, "Well, this will be Florida Institute of Tech." Then later on they realized that that was not going to work as a name, so they changed it to Nova.

RC: I didn't know that. That's cool.

JP: That name would have to be somehow officially adopted. The board of trustees voted on it, but it has to be registered or something, does it not?

RC: Yeah, well, there's all the trademarking.

JP: Yeah, that's what I mean.

RC: Yeah. That's -

JP: Florida Advanced Technology, Inc., and so that is the registered trademark at that time, then they're going to change it to Nova University, then they're going to change it to Nova Southeastern University. But in each case, that name has to be registered as a trademark name, right?

RC: Right. And one of the big issues came to our email address, that we were Nova.edu and there was always a strong feeling with the Southeastern folks that it should - that's why sometimes now you see it's NSU.Nova.edu, but there are two schools that would be older than us that would have -

JP: The high school, for one.

RC: To be NSU, but also we have Norfolk State and there's actually one, I think it's either in North or South Dakota, called Northern State University. So I researched that when I was in the president's office. We'd have a tough time saying that we had... And back then, too, the feeling was that you had one URL, just Nova.edu. So the NSU was kind of a cosmetic piece to put on it because when

you look at the place – and this becomes a research issue and alumni and so forth.

For all practical purposes, we're still really that FIT Nova thing because we trace our roots back this way. We don't trace our roots back that NSU started as a new school at the merger. So I really don't see how the Southeastern folks are saying, "Yes, we merged with you, but..." It's really the Nova, but it's still Nova. I know it's easier to say Nova than NSU.

JP: Yeah, they don't like it.

RC: And it's not just that it's easier to say.

JP: I have been occasionally, in some of the writing, referring to Nova University and I've been told that I need to use the entire name, Nova Southeastern University. So in writing, I have decided that prior to the merger I'm not going to do it. Even though it later becomes Nova Southeastern, at the time I'm writing – when I'm writing in 1986, it's Nova University. It's not Nova Southeastern. I won't mention any names, but some people get a little...

RC: Oh, I can –

JP: You know exactly who I'm talking about.

RC: Yeah, I know. But I can see that more now because one of the questions in terms of, say, *U.S. News & World Report*, what percentage of your alumni give? So should we only be looking at NSU alumni or should we be looking at all of Southeastern? It's a legitimate question.

JP: And it's a complicated question because this is a young university still and the growing pains have been significant, and the acceleration in the last 10 or 15 years, particularly after the merger, has been off the charts. So it's a lot harder to do with that kind of information than it would be University of Florida, which allegedly started in 1856 or something, but it actually started in 1905.

RC: That's the thing that we still haven't gotten to and it seems to be relatively recent to say Gator Nation to me. It's hard for us to say the Shark Nation still. That was one of the biggest things when we got here. For all of the strengths that Abe talked about, what really made us a university? Under Ray, and you can certainly you can definitely see it under George, definitely that idea that we're a university. And it's not just a policy or procedure, but we are NSU. So you feel that more and more

than you ever did before. Before, it definitely felt it was something that was put on paper.

JP: Well, and remember a lot of people had never even been on the campus who were Nova graduates. You had a different cohort. You had mainly adults, a lot of them at night. There was a small undergraduate population. If you walk around campus, you don't see, like you would at Gainesville, thousands of students.

So before you got the Taft Center, before you got athletics – they used to play basketball over at the Broward Community College or whatever – there was no sense of community. I was talking to Scott Chitoff. They didn't have anything. They didn't have any fraternities, didn't have any sororities and didn't have any social activities.

RC: Yeah. That was one of Scott's charges was to build a lot of that, yeah.

JP: And so all of this makes it difficult – and the university, as you know, has not done a good job – and Paul was just telling me about that with the alumni. They have not done a good job reaching out, communicating with them, and that's something that needs to change.

RC: Well, I'll give you a good example about how it was a decision made based more on the economic. When you graduated, you lost your NSU email account.

JP: That was stupid.

RC: They had to maintain a server to store all those contacts to our alumni. Why would we want to have a – we would rather spend thousands of dollars later trying to get their new email addresses. That was definitely the case. That was the recommendation about the cost maintenance and so forth. But now you go like, "Oh, my God, you gave up how many customers? You just said 'Go away.'" But that was a different time.

JP: If you think that's bad, when I was at Florida state cuts had been pretty severe, so one – I won't mention the name – provost decided that they ought to do away with Jewish Studies, which would wipe out probably \$200 or \$300 million in gifts. If you look at that campus, the Jewish community has given hundreds of millions of dollars. So you're going to save \$80,000 by doing away with Jewish Studies to lose \$100 million. It's so ludicrous.

RC: Oh, yeah, there are many bottom lines.

JP: That's the worst bottom line I can think of. And these people were serious. We went and talked to them and I said, "Are you insane? This is really dumb."

RC: Given that, the thing I didn't answer that you asked me was the idea of where I see the place going –

JP: Yeah, good.

RC: I think that you're going to see hopefully that – we'll call it binocular vision maybe, definitely still focusing on the day-to-day business and whether we're delivering what we're supposed to be delivering and all of that. The idea of a little bit of... Now, Ray definitely took a very long vision. I think that George with 2020 is definitely communicating a shorter-term vision. That's a bit of the struggle right now is in terms of how externally driven will we be versus how – so I guess kind of an inductive/deductive kind of model, so a little bit of a struggle there.

As the researcher, I would like to see us at least maintaining that high research activity. I don't know that we'll be highest research activity, although Lombardi's group started that ranking of the research institutions.

The way the system is now, if we made a commitment and hired a bunch of big-time researchers and brought in –

JP: Let's just say you could bring in a couple of Nobel scientists or something like that.

RC: If we could get our federal funding to \$40 million, we'd be in the top ten because we graduate in the top ten number of doctorates. Would we be in the top ten research institutions? You could game the system; you could see that.

I use the baseball metaphor: I love the teams that build through the farm system versus the free-agent system, but sometimes you have to add a free agent. So I see we're definitely going to build that way a few pockets. We're going to have maybe the person who would take us to the next level in some areas. It definitely has to be areas – it's a little bit easier for us if... Because you read those reports and for every dollar you bring in you'd better have another \$1.50 to cover your costs. Some folks still think that that's going to be a moneymaker here. It's going to be reputation builder.

JP: That's interesting because George Hanbury talks about – and I think most people, such as Paul, on the

board, see that this school has to increase the undergraduate population and increase the quality of it. But what you're saying is you don't want to downgrade what this university is really about. It's basically a graduate research university. That's sort of how it started, right?

RC: Right.

JP: You don't want to lose that commitment.

RC: So the good news is, is that – and I think George understands this, too – there's a critical mass of undergraduates to make it a really meaningful experience. But the good news is that if we decided overnight to say we're going to raise the levels here and we're going to put the scholarship – we're not having to give scholarships to 30,000 students. We're investing in 3,000 – 5,000 students. It's much more doable. That creates a very interesting group. Now, how much bigger it gets, I don't know.

We often look at Miami. Now, they've made some decision you wonder about, but –

JP: How many do they have now, undergraduates?

RC: They're probably double that, I would think, but they've capped it.

JP: That's another thing. I think they were talking in the neighbor, in the next few years, of at least getting 5,000 - 7,000 in here. I don't know whether that's doable or not because the numbers depend a lot on scholarship money and all of that.

RC: You could say was a third, a third, a third - a third was on campus, a third was off campus and a third was online. They want to have that critical mass. I think that there are a lot of good reasons for that. So I think you can do both. We're not going to become... You can just look at the numbers. We just had a meeting down at Miami-Dade College. They brought a bunch of the federal reps from HUD and NIH and so forth. They're saying cuts, don't know or whatever, that this many schools account for all of this research. So you would have to buy the big people to come down if you wanted to get to that area.

I like the idea of how the undergrad builds the graduate. In the meeting this afternoon, we're going to look at the six strategic priorities. We're going to look at the measures in each of those areas. And what Frank and

Jacqui are working on with George is: Where do we want to be? Do we want to be the leader in African-American graduate education or did that just happen?

JP: You have to make your priorities at some point.

RC: Right, because there's no accountability if you... Yeah. So that's our next phase and I'm okay with that. It's what I get to do at the university, so I think that that's okay. It's a different level.

JP: I think that there is the possibility – it's going to take a while – that you can have a very fine liberal arts college at Nova, which would be like Stetson – not Williams, but – [laughter]

RC: We need a few more bucks to have more Steinbrenners and stuff.

JP: Anyway, I want to thank you for your time, Ron. I appreciate it. I know you're busy. This has been very, very helpful, so thanks very much.

[End]